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ABSTRACT

This document contains a set of reproducible activity sheets for teachers to use in enhancing the self-esteem of their students. Designed to supplement other approaches being used by teachers, the activities in this book can be used to infuse esteem-building activities into the core curriculum. The activities are organized around several recognized building blocks of self-esteem: identity, belonging, purpose and competence. Activities designed to affect identity issues focus on learning to like oneself, identifying one's unique abilities, identifying one's interests, expressing creativity, and learning to use positive self-talk. Activities devoted to the belonging aspect of self-esteem focus on friendship, interpersonal communication, recognizing uniqueness and positive qualities in others, and constructing a family tree and identifying one's roots. The skills of problem solving, decision making, and goal setting are given special attention in the section on purpose and competence, each through a series of sequential activity sheets. (NB)

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ALL ABOUT ME

Reproducible Activity Sheets to Develop Self-Esteem in Your Students

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ALL ABOUT ME

Reproducible Activity Sheets to Develop Self-Esteem in Your Students

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INTRODUCTION . . .

When children feel good about themselves they are capable of higher performance and achievement in all areas. The self-esteem of students can so profoundly influence whether or not they reach academic goals that improving their estimations of themselves and their capabilities deserves to be a goal in itself—one that guides your academic and interpersonal interactions with students on a day to day basis.

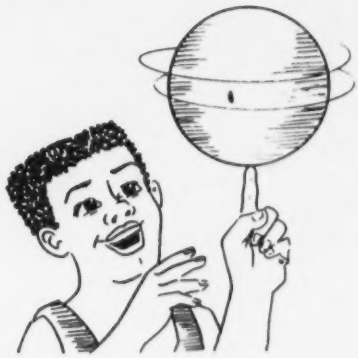
As educators, we know that the way to reach a goal is to establish specific, relevant objectives, and to plan and carry out the steps required to meet them. The goal of high self-esteem in students is no exception. Behaviors that demonstrate your recognition of the worth and worthiness of each child must be evident in the classroom at all times. Rapport and respect are established whether you're teaching math, reading, or social studies. It takes a lot of work and dedication to manage a classroom in a fashion which guarantees that every student feels valued, develops an awareness of his/her capabilities, and regularly experiences success. But the effort so greatly enhances a child's ability to learn that it is repaid over and over again.

In addition to your own enabling behaviors and the cultivation of a nurturing classroom environment, you can assure an even greater positive impact on the social-emotional development of your students by infusing esteem-building activities into your core curriculum. The activity sheets in this book represent one of many possible approaches and can be enlisted as supplements to other strategies you are currently using. They are organized around several recognized building blocks of self-esteem: **Identity**, **Belonging**, **Purpose** and **Competence**.

The skills of **problem solving**, **decision making** and **goal setting** are given special attention in the section on Purpose and Competence, each through a series of sequential activity sheets. After the entire class has completed these sheets, encourage individual students to follow the suggested steps whenver they are dealing with a situation in which a formal process might enhance their efforts to solve a problem, make a decision, or work toward a goal. Repeated use will reinforce these critical capabilities where they count most—in the context of the "real world," and will greatly enhance your students' feelings of self-worth and self-esteem.

I'm Glad I'm Me!

No one looks the way I do,
I have noticed that it's true:
No one walks the way I walk.
No one talks the way I talk.
No one plays the way I play.
No one says the things I say.
I'm special,
I am Me!
There's no one
I would rather be!



Things about me that I like and appreciate:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

ALL ABOUT ME

My name is _____

I was born on _____ at _____ a.m. p.m.

I have _____ eyes and _____ hair, and I weigh _____ pounds.

Something I really like to do is _____

_____.

The thing I like best about school is _____

_____.

The thing I like least about school is _____

_____.

My favorite food is _____.

My favorite TV show is _____.

The things I want in a friend are _____

_____.

The thing that makes me a good friend is _____

_____.

Something I do well is _____

_____.

I feel happy when _____.

I feel sad when _____.

I feel scared when _____.

If I could have one wish, it would be _____

_____.

THE TIME OF MY LIFE

I was born on _____

Today's date is _____

MY PAST	MY FUTURE
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

This is a time line of your life. Write in the date you were born and today's date. How many years have passed since your were born? _____. How many months? _____. How many days? _____. Does that seem like a long time? Think about important events in your life. Places you've been, accomplishments you've achieved, and things you've learned. Write about some of these things on the lines provided under the heading "My Past." Now think about your future. What are some things you'd like to do and accomplish in your life. Write about those things on the lines provided under the heading "My Future."

Something I'm Good At

Everyone has strengths and weaknesses. When we aren't so good at something, we can work at improving ourselves. When we are good at something, we can recognize our ability and feel proud about it. Think about something you are good at. Maybe you're a good friend, or maybe you're good at reading or math. It could be a sport, music, art, or anything.

Something I am very good at is _____

_____

_____

_____.

I learned this by _____

_____

_____

_____

_____.

If I were going to teach this to someone else, this is how I would do it:_____

_____

_____

_____.

A Poem About Me

There is a special kind of 5 line poem called a cinquain. Here's how to use the format to write a poem about yourself:

1st line— one word—your first name
2nd line—two words—adjectives that describe you
3rd line— three words—action words that end in "ing"
4th line— four words—a phrase that describes you
5th line— one word—noun, another name for you

Here are some examples:

Sandy
Funny, friendly
Laughing, talking, sharing
Always enjoys being herself
Friend

David
Intelligent, creative
Working, helping, caring
Gets everything done well
Student

Write a poem about yourself using the cinquain format. Put your name on line 1.

1. _____
2. _____
3. _____
4. _____
5. _____

Now write a poem about a friend.

1. _____
2. _____
3. _____
4. _____
5. _____

I AM . . . POETRY

In large letters print each letter of your first name from top to bottom in the space below. For each letter, think of a word beginning with the same letter that describes you. For example, if your name were Chris you might write the following:

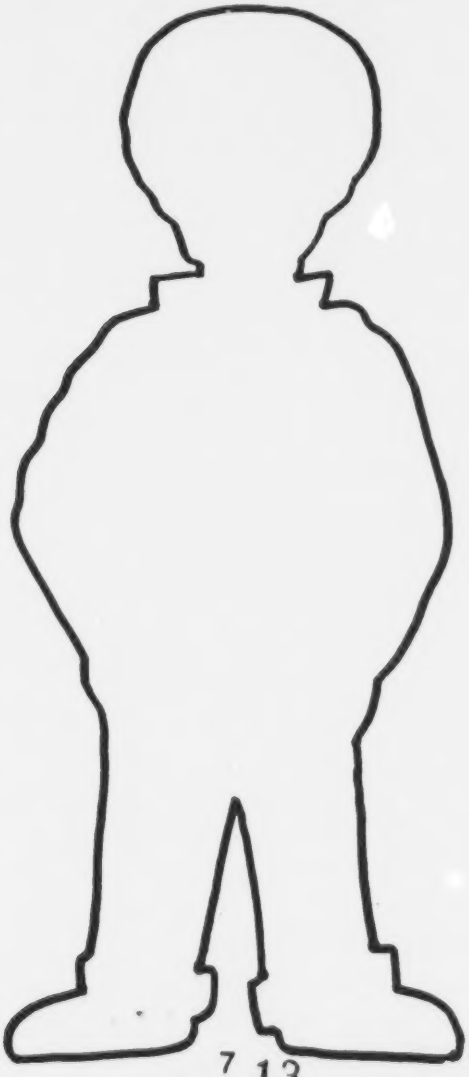
C = Calm
H = Happy
R = Redhead
I = Independent
S = Silly sometimes

Now write a paragraph about yourself using as many of the same words as you can.

This Is Me: INSIDE and OUTSIDE

Think about who you are. How do other people see you? When your friends and family and teachers get to know you, what are you like to them? This is you on the outside. Now think about how you seem to yourself. This is you on the inside.

Pretend that the person in the illustration below is you. On the outside, write down all the words and sentences that describe how other people see you. On the inside, write the words and sentences that describe how you see yourself.



LOOKING INSIDE

What are the most important things in the world to you? Have you ever thought about that question? What do you want most in life? Think about each of the questions below and then write your answers on the lines:

1. **What kind of work do I want to do when I grow up?**

   _____

2. **Where would I like to live when I grow up?**

   _____

3. **What is one very important wish I have for myself?**

   _____

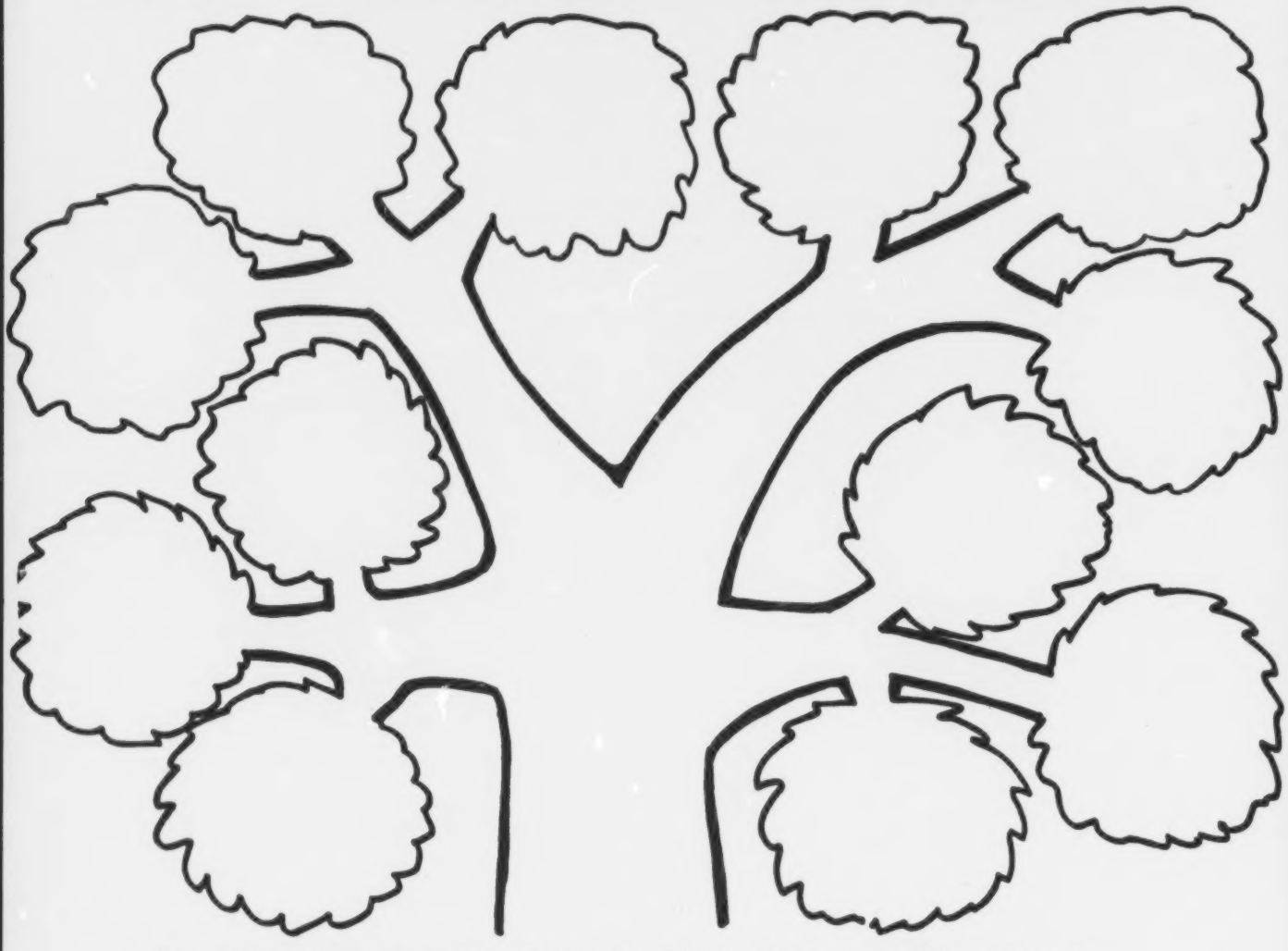
4. **What do I wish for the world?**

   _____

5. **If I could change one thing in the world, what would I change?**

   _____

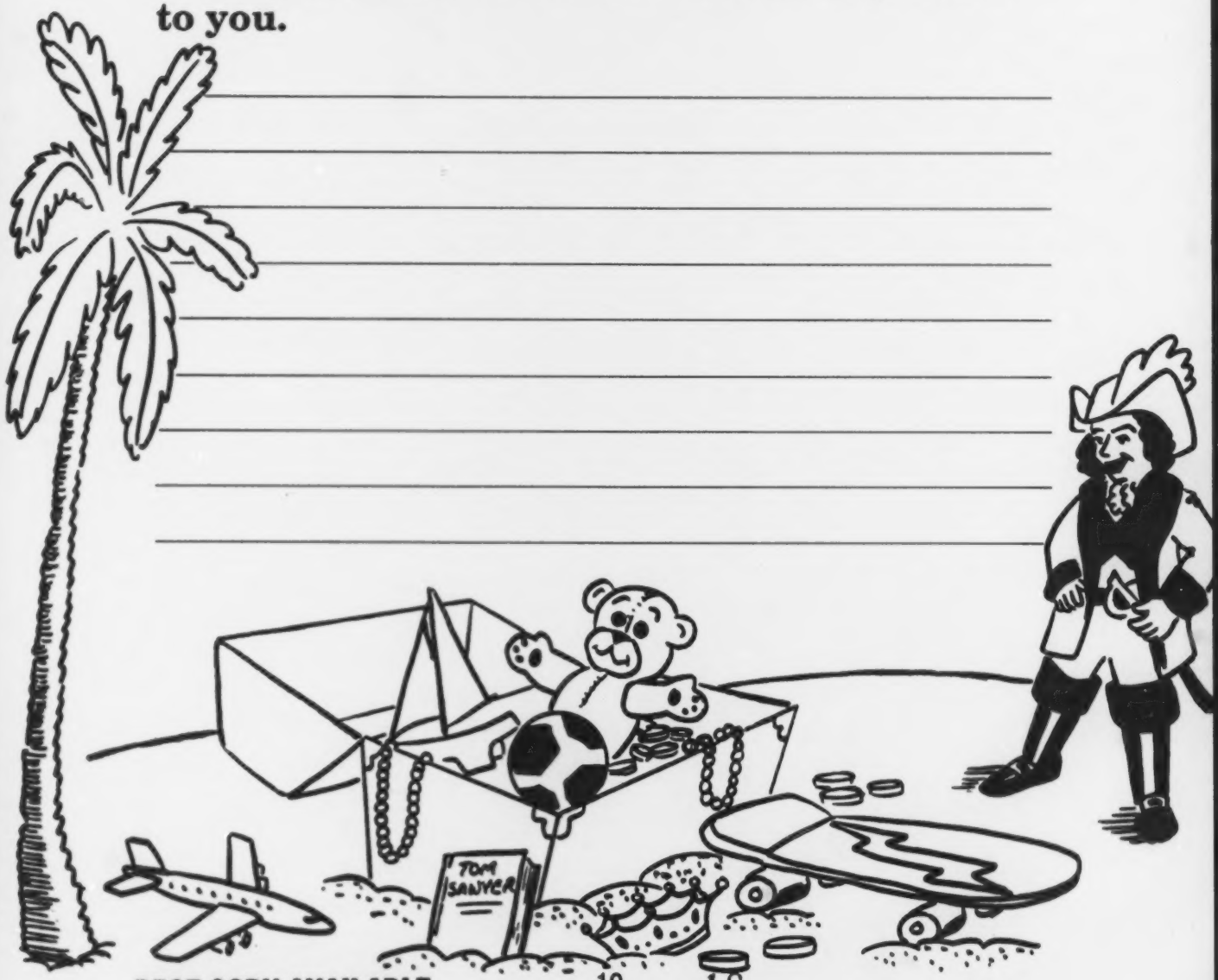
MY INTEREST TREE



Everybody has interests and talents. Think about some things that you are interested in. At the base of each major branch, write down the name of an activity or subject that interests you. For example, things like cooking, reading, sports, horseback riding, music, and animals. Then, along the branch, draw pictures of some of the things involved with your area of interest. For example, if you write animals at the base of a branch, you might draw pictures of a dog, a cat, and a rabbit on the branch.

A Treasured Possession

Treasures are things that we value a great deal. Think about something that you treasure very much. Write about your treasured possession. Write about when you got your treasure, how you got it, what you do with it, and the reasons it is so important to you.



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MY ROOM

Think about your bedroom at home. Picture all the special things you have in your room. List as many of those things as you can think of:

_____ _____ _____

_____ _____ _____

_____ _____ _____

_____ _____ _____

_____ _____ _____

If you were going away and could only take 3 of your special possessions with you, which ones would you take?

1._____ **2.**_____ **3.**_____

Why did you choose these things?

_____

_____

_____.

The BOOKS I've Enjoyed

Reading is a great activity. We can learn many things from books and we can spend many enjoyable hours reading.

Use this sheet to list the books you would like to read and to keep track of the books you've already read and enjoyed.

BOOKS I've read and enjoyed

Title _____

Author _____

What the book is about: _____

_____

_____

Title _____

Author _____

What the book is about: _____

_____

_____

Title _____

Author _____

What the book is about: _____

_____

_____

Go to the next page to continue your list—

Title _____

Author _____

What the book is about: _____

_____

_____

Title _____

Author _____

What the book is about: _____

_____

_____

BOOKS I'd like to read

Title _____

Author _____

Title _____

Author _____

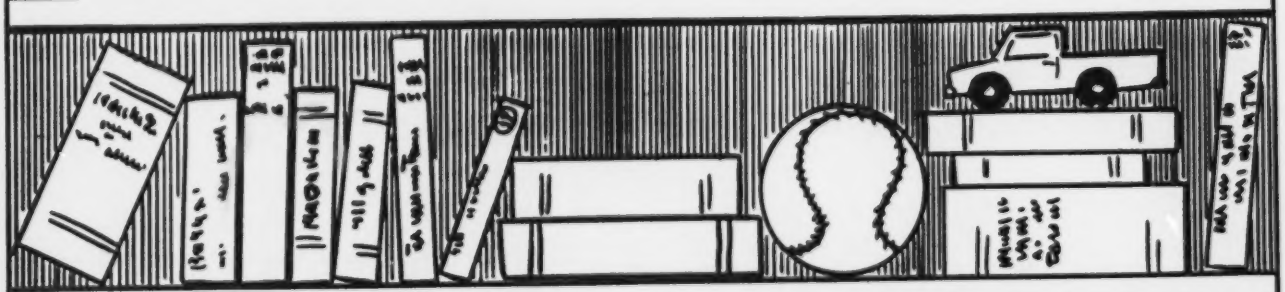
Title _____

Author _____

Title _____

Author _____

If you want to add more books, use another paper. Always write down both the title and the author.



My FAVORITE Book!

Is there a particular book that you really enjoy? On the lines below write about this special book.

My favorite book is about:

_____

_____

The main characters in the book are:

_____

_____

The character I like best is _____,
and I like him or her because:

_____

_____

I think other kids should read this book because:

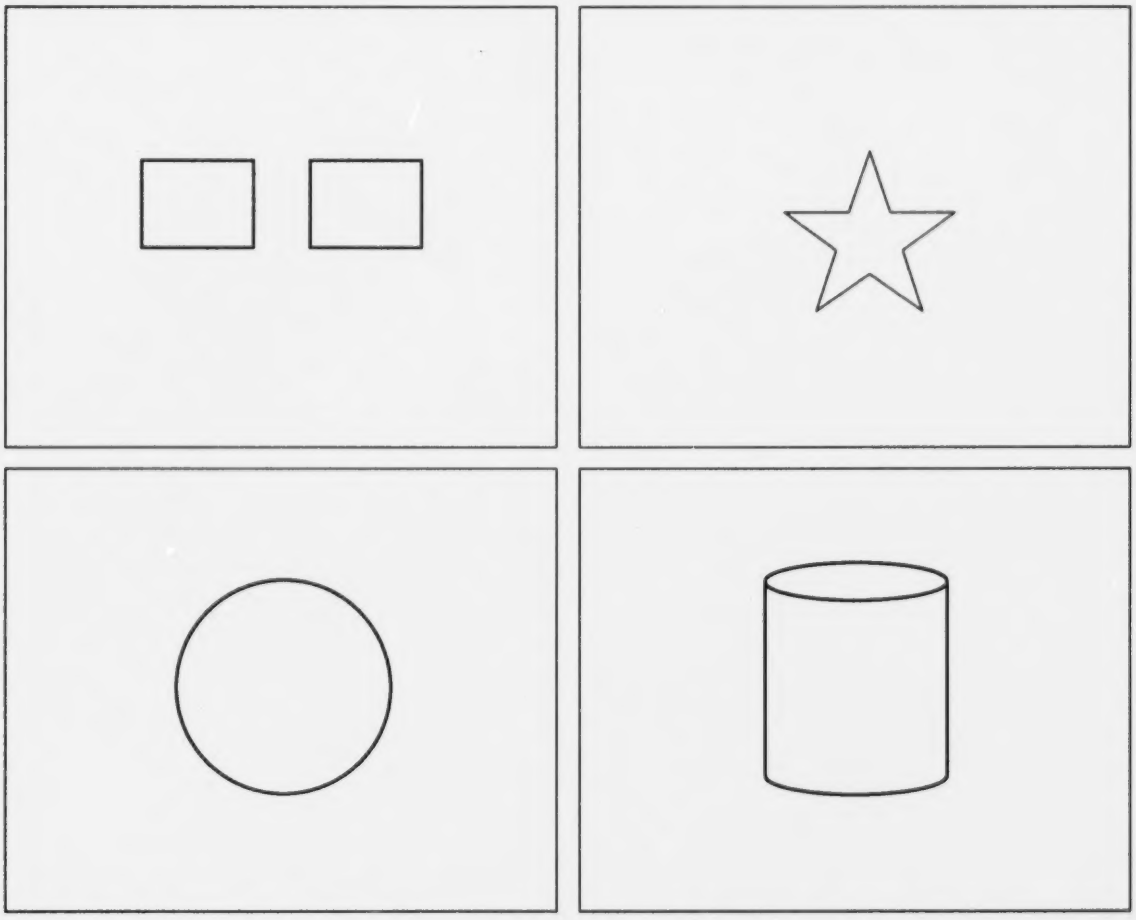
_____

_____

Picture This

Do you know that you are a creative person? Creativity is an attitude. It's a way of thinking about yourself and the world with a sense of wonder. It's a way of seeing things. Creativity is expressing yourself in your own special and unique way.

Express yourself! Turn the shapes below into your own drawings. Be imaginative and have fun!



Now trace your hand on the back of this paper. Use the outline of your hand to draw another picture.

Uniquely Created by Me

Creative people look at ordinary things in special ways. They see possibilities that other people might not see. Practice looking at things creatively by doing the exercises below.

Connect these dots to make a pattern or picture. Add more dots and lines. Fill in spaces and use colors if you like. Your result can be realistic or fanciful. It can be anything you like. Just practice being creative.

List as many uses as you can think of for each of the following items. Think of ordinary as well as unusual uses.

Water glass	Pillow	Shoe box	Clothes hanger

Positive Self-Talk

Do you know that the way people talk to themselves influences how they feel about themselves? Put-downs or negative self-talk can make you unhappy and discouraged, and can cause you to lose your self-confidence. So even when discouraging things happen, make sure your self-talk is positive. Positive self-talk helps you feel better and gives you the power to handle negative situations.

The kids in the pictures below are using negative self-talk. Think about how they are harming themselves. Draw new pictures that show each kid using positive self-talk. Write in the exact words each kid is saying. And remember to use positive self-talk in your life, too.

My Three Wishes

1. _____

_____

_____

2. _____

_____

_____

3. _____

_____

_____

Pretend you have found a magic lantern. If you rub it, a genie will come out and grant you three wishes. One wish is for you. One wish is for another person, and one wish is to make the world a better place.

What are your wishes?

Find the HAPPY Words

Look through the dictionary and try to find a positive word for each letter of the alphabet. Keep this list and put a check mark beside each word you use, every time you use it. Try to get at least one check beside each word.

A _____ **N** _____

B _____ **O** _____

C _____ **P** _____

D _____ **Q** _____

E _____ **R** _____

F _____ **S** _____

G _____ **T** _____

H _____ **U** _____

I _____ **V** _____

J _____ **W** _____

K _____ **X** _____

L _____ **Y** _____

M _____ **Z** _____

POSITIVE WORD SEARCH

The words we use when we talk to others and when we talk to ourselves are very important. When we use positive and uplifting words, they have a good effect on us and others. When we use negative or put-down words, they have a bad effect. Be a winner. Use lots of positive words and use them often.

In the word puzzle below, there are 16 positive words plus 3 example words. They are hidden among the letters you see, and the examples show you how to find them. Draw a circle around each word.

f	r	i	c	h	z	b	a	r	s	u	x	d	c	b	t
y	e	x	c	e	l	l	e	n	t	a	n	i	c	e	a
s	t	e	e	i	o	o	x	y	m	n	a	c	v	d	b
i	s	t	u	p	u	v	s	g	o	x	k	i	n	d	t
i	h	u	v	p	a	e	z	o	s	j	g	k	e	k	s
m	a	l	p	l	y	l	q	o	x	a	r	g	a	r	t
y	r	u	h	e	e	t	v	d	u	u	e	w	t	f	h
a	e	i	o	a	r	w	u	c	t	h	a	n	k	s	p
b	t	z	o	s	m	o	r	t	z	i	t	a	k	y	d
c	s	u	p	e	r	i	o	r	r	a	f	g	u	s	e
j	o	y	i	p	t	q	w	a	z	h	a	p	p	y	z
z	b	c	a	t	s	x	a	o	v	l	x	a	e	t	s

Word Box

excellent	happy	nice	super
give	joy	please	superior
good	kind	proud	thanks
great	love	share	yes

Now do this: On another sheet of paper put each of the positive words in a sentence. See how many of these words you can use today.

FRIENDSHIP

A friend is a present you give yourself

—Robert Louis Stevenson

Friends are very important to all of us. Friendship means giving, sharing, and caring.

These are things I value in a friend:

_____

_____

_____

These are some things I like to do with my friends:

_____

_____

_____

Something nice a friend did for me was:

_____

_____

_____

Here are some things I can do to make friends:

_____

_____

_____

This is one way I can show that I'm a good friend:

_____

_____

_____

A SECRET Message to a Friend

In 1835, Samuel Morse invented the telegraph and soon afterward, invented the Morse Code. Morse Code is made up of dots and dashes that are combined to stand for the letters of the alphabet, numbers and even punctuation. To use Morse Code the person sending a message tapped out the dots and dashes on a telegraph machine. The telegraph machine receiving the message made the short sounds of dots and the long sounds of dashes. When this invention was used, it was the first time in history that people could communicate over long distances.

Try sending a message in Morse Code to a friend. Use the Morse Code below to write your message.

A •—	J •———	S •••	0 ———————	
B —•••	K —•—	T —	1 •————	
C —•—•	L •—••	U ••—	2 ••———	
D —••	M ——	V •••—	3 •••——	period •—•—•—
E •	N —•	W •——	4 ••••—	comma ——••——
F ••—•	O ———	X —••—	5 •••••	colon ———•••
G ——•	P •——•	Y —•——	6 —••••	question mark ••——••
H ••••	Q ——•—	Z ——••	7 ——•••	apostrophe •————•
I ••	R •—•		8 ———••	quotation marks •—••—•
			9 ————•	

Here is a sample message so that you can see how a message is written. Notice how | are used to separate the letters in each word. || are used to separate each word, number or punctuation mark. Here is the sample message:

Friends are important people.

••—• |•—• |••|•|—•|—••|••• || •—|•—•|•||
••|——|•——•|———|•—•|—|•—|—•|— ||
•——•|•|———|•——•|•—••|•|| •— •— •—

MORE

Now here's a special message for you. Decode the message and see what it says.

— •— — |— — — |••— ||•— |•— • |• ||•— ||
— — • |•— • |• |•— |— ||— •— |•• |— ••|| •— •— •—

Now try sending a special message to one of your friends. Use the following form and write on the lines in Morse Code.

Dear _____

Something I like about you is _____

_____

_____

_____

_____

_____

_____

_____

_____

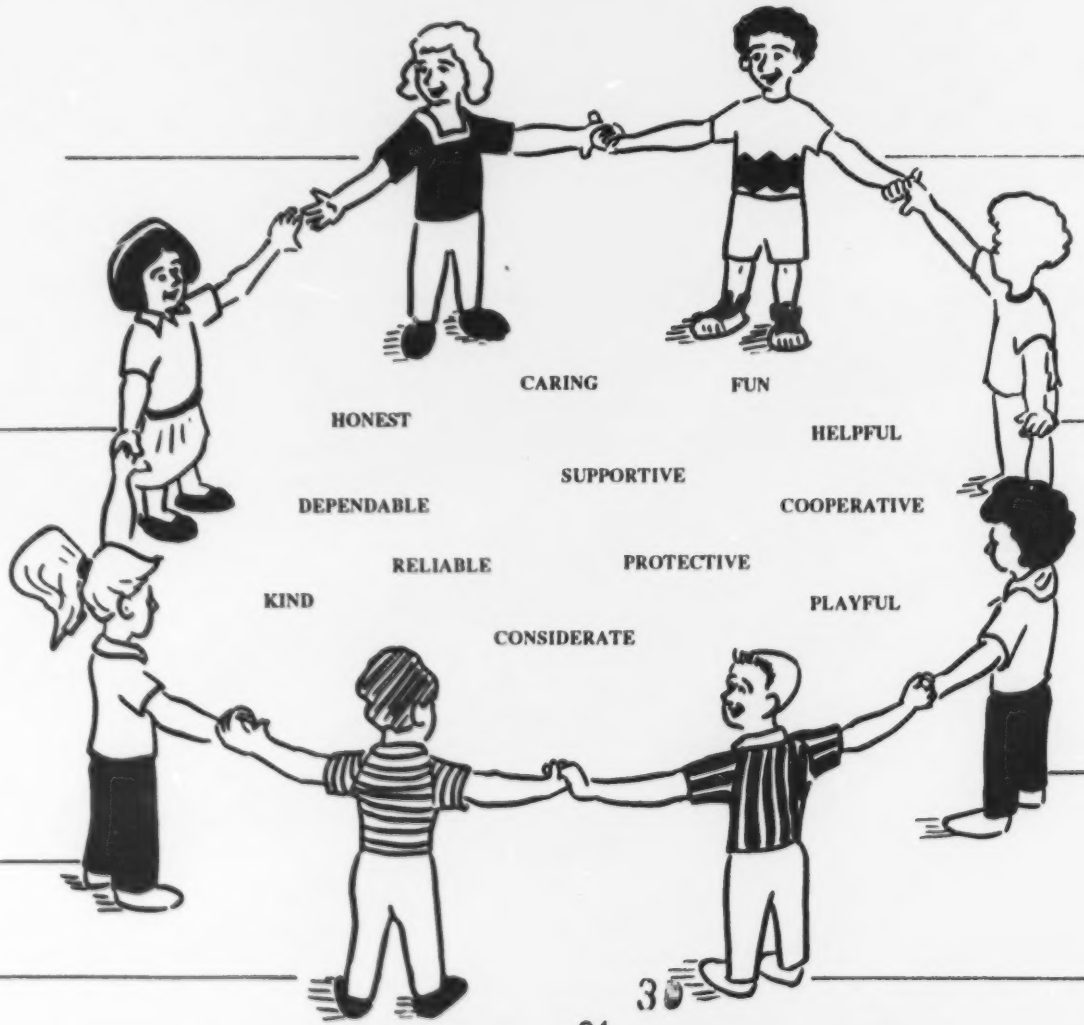
_____

Your friend _____

My Circle of Friends

We all have friends and know how important friends are. Write the names of your friends on the lines around YOUR circle of friends below.

Draw a picture of yourself on the figure without a face. Then, draw a circle around each word that describes your friends. Draw a line from each word to the friend or friends that word describes.



Have You Ever Felt Left Out?

Fill in the bubbles with the words you think the kids are thinking and saying.

Have you ever been left out? _____

How did you feel? _____

What do you think is happening in the picture? _____

_____

_____

If you were one of this group of kids, what could you do to make the girl feel included? _____

_____

_____

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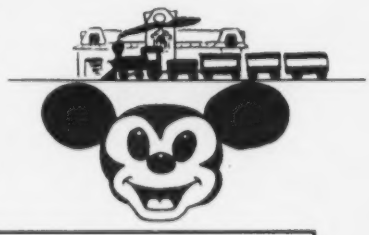
A Treasure Hunt for People

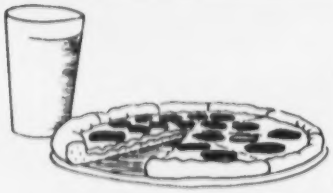
Every person is a treasure. Discover some of the treasures in others by finding three people to fit each category below. Have each person write his or her name on a line in the correct box.

I found a person WHO . . .

Has been to Disneyland or Disneyworld.

1. _____
2. _____
3. _____





Has Pizza as a favorite food.

1. _____
2. _____
3. _____

Has a hobby.

1. _____ The hobby is: _____
2. _____ The hobby is: _____
3. _____ The hobby is: _____

Has travelled outside the United States.

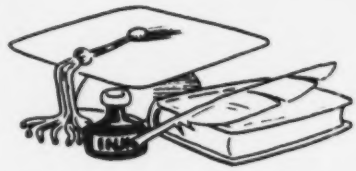
1. _____
2. _____
3. _____

There is more treasure on the next page — 1

Here are some more treasures— 2

Has been to college.

1. _____
2. _____
3. _____



Owns a pet.

1. _____ The pet is a: _____
2. _____ The pet is a: _____
3. _____ The pet is a: _____

Is the oldest in the family.

1. _____
2. _____
3. _____

Has blue as a favorite color.

1. _____
2. _____
3. _____

Walks to school.

1. _____
2. _____
3. _____

Knows how to swim.

1. _____
2. _____
3. _____

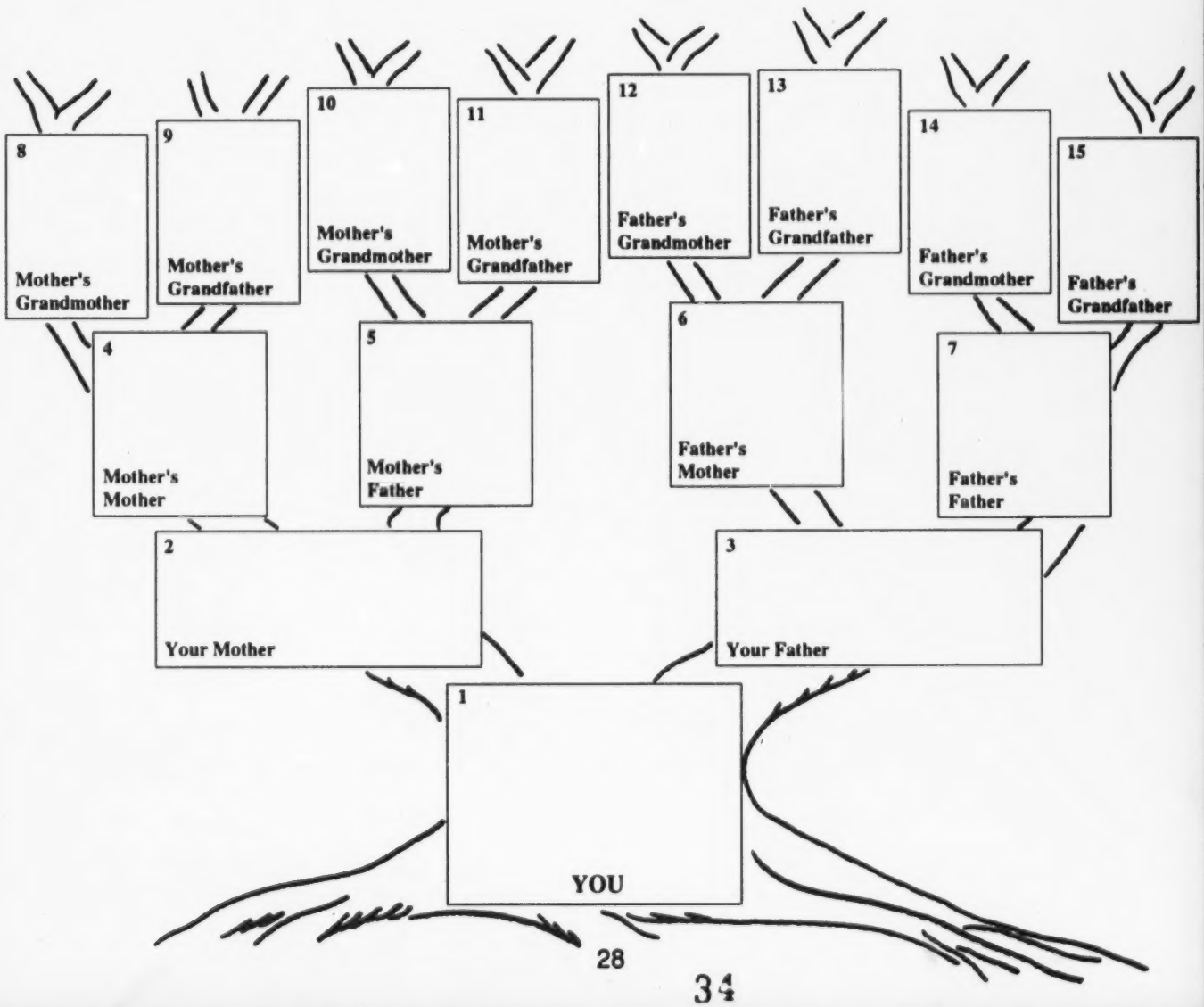
Has won a prize.

1. _____ A prize for: _____
2. _____ A prize for: _____
3. _____ A prize for: _____

MY FAMILY TREE

You are a unique and special person with many wonderful qualities and traits. Some of these qualities and traits you've inherited or learned from your family. So one way to get better acquainted with yourself is to find out more about your family.

Begin by taking a look at your family heritage ('roots'). Fill in the blanks on the family tree with as many names as you can. Ask another family member for help if you need it. If you find out the names of relatives who go back even farther, write as many as you can in the top of the tree.



MY "ROOTS" . . . 1

Now that you've done your family tree, investigate your roots even further. Write down the names of all of the relatives listed on your family tree. Then fill in the information about each one. To complete this chart, you'll probably need the help of an adult family member.

Name of relative	Relationship to me	Race, ethnicity, or nationality	Where did this relative live most of his or her life?	Occupation	Memorable things about him or her
1. ME					
2.					
3.					
4.					
5.					
6.					
7.					
8.					

MY "ROOTS" . . . 2

Name of relative	Relationship to you	Race, ethnicity, or nationality	Where did this relative live most of his or her life?	Occupation	Memorable things about him or her
9.					
10.					
11.					
12.					
13.					
14.					
15.					

What have you learned about your ancestors from doing this chart? _____

_____

What have you learned about your family? _____

_____

What have you learned about yourself? _____

_____

One of the Best Times I've Had with My Family

What are some of the things you like to do with your family? Do you enjoy big holiday meals together, or do you take family vacations? Do you go to church together, or the movies, or to a park or beach? How about celebrating birthdays or spending quiet times together? Think about one of the BEST TIMES you've had with your family and write about it here:

Fear Is a MONSTER

Think about times when you were afraid of someone or something, but then everything turned out okay. Just as monsters aren't real, most of the time our fears aren't real either. Think of it this way:

FEAR = False Evidence Appearing Real

In the left-hand column, write about fears you have had. In the right-hand column, write about what really happened.

My FEAR:	What really happened:

An ACCOMPLISHMENT I'm Proud Of

We accomplish things every day. Most of the time we don't stop to think about our accomplishments or acknowledge ourselves for our achievements. Things we do for ourselves and others are accomplishments that we can be proud of and feel good about. Think about an accomplishment you're proud of and write about it here.

My accomplishment was:

_____

_____

_____

_____

I achieved it by:

_____

_____

_____

_____

My accomplishment made me feel:

_____

_____

_____

_____

Steps For Solving A Problem

Problems are something that everyone has. Problems are a part of life. Sometimes people try to ignore problems and hope that they will go away. But, that's not what usually happens. Most of the time, if you ignore a problem, it just gets worse. Remember, there's nothing wrong with you if you have a problem. The important thing is to solve your problems as well as you can.

The following seven "Steps For Solving A Problem" are used by successful and happy people. Try this process when you have a problem and see how it helps you.

1. **Decide if the problem is really yours. Could it be someone else's?**
2. **Know exactly what the problem is.**
3. **Do you need to get help?**
4. **Think of ALL the ways you could solve the problem.**
5. **Consider the possible consequences of each idea for solving the problem.**
6. **Make a decision.**
7. **Follow through on the decision.**

Now let's take a look at each step in more detail.

MORE

Is It Really MY Problem?

Think about a problem that *you* have. If the problem bothering you is really someone else's, let that person solve it.

Do you agree that people have to solve their own problems?
_____.

What can happen if people try to solve other people's problems and ignore their own?

_____

_____

_____

_____

_____

If it is your problem, don't blame someone else for causing it. That won't work either. Say to yourself: *This is my problem, and I will do my best to solve it.*

Do you agree that it doesn't help to blame someone else for causing a problem that is yours? _____.

Have you ever had someone blame you for causing his or her problem? _____.

Did blaming you help that person solve the problem?

_____

_____

_____

Name the Problem

Knowing exactly what the problem is helps a lot. Try not to be confused by it. Writing down a description of the problem can help you understand it.

Name your problem here:

Describe your problem here:

MORE

STEP 3

Do I Need HELP?

People who care about you are usually happy to offer assistance when you ask them for help. But don't try to get a helper to solve your problem for you. Ask the helper to listen and make suggestions.

_____ **1. Yes, I'd like help from someone who cares about me.**

_____ **2. No. I think I'd better solve this problem on my own.**

If you checked 1., list the names of people with whom you could talk about your problem:

_____

_____

_____

_____

_____

_____

_____

_____

MORE

STEP 4

How Many Ways Can I Solve the Problem

Ask yourself: What are some things I can do to solve my problem? It's a good idea to write down all the ideas you come up with. That way you won't forget any of them.

Write down your ideas about the things you can do to solve your problem here:

1. _____

_____

_____

2. _____

_____

_____

3. _____

_____

_____

4. _____

_____

_____

5. _____

_____

_____

Use another sheet of paper if you need to write down more ideas.

MORE

The Consequences of Each Idea

Carefully think over each idea you came up with. Ask yourself: What will happen to me and the other people involved if I try this idea?

Write down the consequences of each idea here:

1. _____

_____

_____

2. _____

_____

_____

3. _____

_____

_____

4. _____

_____

_____

5. _____

_____

_____

Use another sheet of paper if you need to describe more consequences.

STEP 6

Decide What To Do

Go ahead and make a decision. If you have done all the steps before this one, your decision will probably be a good one. It may not be easy to do, but it stands a good chance of working.

Once again, state your problem here:

_____

_____

_____

_____

_____

Now describe what you are going to do to solve the problem here:

_____

_____

_____

_____

_____

_____

MORE

STEP 7

Stick to the Decision

Once you decide what to do, give your decision a chance. Go with it for awhile to see if it is really the best solution. Remember, if it doesn't work, or causes more problems, don't blame yourself. You did the best you could. Just start over again with the steps for solving a problem.

Now that you've gone through the 7-step process for solving problems, what have you learned about problem solving?

_____

_____

_____

Were these steps helpful to you? _____.

Remember, you can use this process for the rest of your life. How do you feel about yourself now that you've learned a way to attack any problem you run up against?

_____

_____

_____

_____

_____

_____

_____

END

The DECISION-MAKING Process

Whether you realize it, you are always making decisions. Every day you make lots of little decisions, like what to wear to school, what to watch on T.V., whom to play with at recess, and more.

What are some little decisions you've already made today?

_____

_____

_____

_____

_____

Sometimes you make big decisions too, like how to spend your summer vacation, or whether to talk to someone about a problem you're having. What is one big decision you have made?

_____

_____

_____

You'll be making decisions throughout your entire life. While you are learning and growing, you may not feel comfortable making extremely important decisions. Gradually it will get easier— especially if you learn the following 5-step process for decision making.

1 State the Decision To Be Made

The first step in making sound decisions is to clearly *state* the decision to be made. In the space below, describe a decision that you must make:

MORE

Know What's Important and What You Really Want

Decisions are made in order to reach a desired goal—to have or do something you want. Think about what you really want to have or to have happen.

In the space below write about your goals in as much detail as possible:

3 Gather Information

Have you ever heard the term "informed decision?" It means the decision is based on facts and thought. It is a decision made with the benefit of INFORMATION. For you to make an informed decision, you need to gather information—as much of it as you can get. The more information you have, the better your chances of making a wise decision. To gather information you can talk to people, ask questions, read, watch television, and make observations. Do whatever is necessary to get the information you need.

List here the people you'll talk to and places you'll go to get information:

_____

_____

_____

_____

_____

_____

On the back of this sheet, write notes to yourself about the information and facts you gather.

MORE

4 Find and List Alternatives

Now that you have gathered lots of information, think about all the choices (alternatives) you have. Understanding the advantages and disadvantages of each alternative will help you make the best decision.

On the chart below, list the alternatives you have in making your decision. Then, list the advantages and disadvantages of each.

Alternative	Advantages	Disadvantages

MORE

Now look at each alternative and ask yourself: *What will happen to me and to the other people involved if I choose this alternative?*

5 Make a Decision

Now that you've described the decision that must be made, looked at what's important to you, gathered information, and listed your alternatives, go ahead and make a decision.

Write about your final decision here:

Develop a plan for putting your decision into action. The goal-setting process that follows will help you do that.

END

I CAN BECAUSE
I THINK I CAN

Read the title of this activity sheet. What does it mean to you? When there is something you really want to do and you believe you can do it, then make it a goal. YOU CAN DO IT!

Think about the things you'd like to do during the coming year. Complete each of the sentences below:

1. **I want to learn to** _____

   _____

   _____.

2. **I want to read** _____

   _____

   _____.

3. **I want to make** _____

   _____

   _____.

4. **I want to visit** _____

   _____

   _____.

Now look at steps for achieving all these things.

MORE

All the Things I'd Like To Do

When you want to work on goal setting, start by making a list of things you would like to do. Write down things you'd like to learn and things you'd like to do better. List things you want to buy, places you want to go, books you want to read, or anything at all. Don't worry about how to achieve your goals, just make a list.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

Use more paper if you need to.

Setting a Goal

Step two is to select ONE special goal to start work on now.

Write the goal in BIG letters here:

My Goal

_____

_____

_____

_____

_____

Next, set the date by which you'll achieve your goal and write it here:

I will achieve my goal by _____

Think about *why* you want to achieve this goal. List as many reasons as you can think of here:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

Read this list often to stay interested in your goal. If you keep thinking about why you want to reach your goal, you'll work to get there.

MORE

Steps to Reaching MY Goal

In order to actually reach your goal, there are things you need to do. On another piece of paper write down everything you can think of that you need to do to get to your goal. List things like who you can ask for help, information you need to get, skills you need to learn, money you need to earn, etc.

After you've written every step you can think of, write them down on this sheet in the order you plan to do them.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

As you work toward your goal, you may become aware of more steps you need to take. Add them to this list. Use the other side of this sheet if you need to.

MORE

Pep Talk to Myself

Sometimes achieving a goal becomes a difficult task. If you feel like giving up on your goal, what are some things to remember that pep you up?

What are some things that might stop you from reaching your goal?	What can you do to prevent these things from stopping you?
1.	
2.	
3.	
4.	

MORE

A Picture of My Goal

One helpful thing you can do to reach your goal is to get a clear mental picture of what you want to achieve. In the space below, draw a picture of you achieving your goal. Or paste in pictures from magazines that help you see your goal more clearly.

Stay on track. Keep this picture in your mind. Think about it often and you'll find yourself getting closer to your goal.

I Have Reached MY GOAL!

CONGRATULATIONS!!!

Now that you've reached your goal, how do you feel?

_____

_____

_____

What did you learn about goal setting?

_____

_____

_____

What did you learn about yourself?

_____

_____

_____

It's time to start thinking about your next goal!

END

ALL ABOUT ME

Reproducible Activity Sheets to Develop Self-Esteem in Your Students

Would you like to:

- boost academic performance?
- improve the classroom environment?
- reduce interpersonal conflict?

Just devote a few minutes each day to improving the self-esteem of your students. You'll see results in all of these areas! Use the enjoyable, eye-catching activity sheets inside to target three basic building blocks of self-esteem:

Identity

- Learning to like oneself
- Identifying unique qualities and abilities
- Identifying interests, hobbies, and favorite books
- Describing treasured possessions
- Expressing creativity
- Learning to use positive self-talk

and more

Belonging

- What is friendship?
- Communicating with friends
- Identifying positive qualities in friends
- Recognizing uniqueness in others
- Constructing a "family tree"
- Identifying one's rights

and more

Purpose and Competence

- Steps for Solving a Problem (2 sequential activities)
- The Decision-Making Process (5 sequential activities)
- I Can Because I Think I Can (goal setting — 10 sequential activities)

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